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| **Language and Level** | | **French** Novice High 🡺 Intermediate Low | | | | | |
| **Theme** | | **Global Challenges**: Food and Hunger | | | | | |
| **Important/Essential**  **Question(s)** | | How do we eat well?  What is hunger? | | | | | |
| **Goals**  *What should students know and be able to do by the end of the unit?* | | Students will consider personal connections with food. They will consider the type of food that they and others eat and will indicate their likes and dislikes. They will be able to say why they eat/don’t eat certain foods, describing their tastes and commenting on how healthy or unhealthy certain foods are. They will be able to explain the number of calories needed to sustain life and will analyze the number of calories they consume with regard to the US and other food pyramids. Finally, they will consider why hunger exists, where it is prevalent and how various organizations are helping. As a class students will work individually and in groups to draw attention to hunger issues.  🞐 Students will compare hunger in their communities with hunger in other parts of the world and will prepare a presentation calling attention to hunger issues.  🞐 Students will identify cultural dishes and consider where they place on the food pyramid.  🞐 Students will identify foods as healthy or unhealthy and will be able to comment on their diet.  🞐 Students will state their likes and dislikes with regard to food. | | | | | |
| **Integrated**  **Performance**  **Assessment**  *(Note: The presentational and interpersonal tasks follow the interpretive task and are informed by the information and knowledge gained from the interpretive task. )* | | **Interpretive Tasks** | | | | | |
| Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and indicate if the foods are healthy or not and will check reasons why or why not. They also listen to descriptions of images from Hungry Planet and select the image that is being described. | | | | | |
| **Presentational Task** 🡸 | | 🡺 **Interpersonal Task** | | | |
| Students will create a public service announcement to address nutritional and / or hunger issues in their community. | | Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images. | | | |
| **Cultures** | | **Product:** Food Pyramids from different countries  **Practice:** Daily diet  **Perspective:** Eating Habits vary from one culture to another    **Product:** Regional dishes like Ratatouille  **Practice:** Eating locally  **Perspective:** Regional specialties | | | | | |
| **Comparisons** | | Culture | | | Language | | |
| food pyramids  staples of a diet  food quantity and quality | | | Bon appétit  SOS Faim | | |
| **Connections** | | Other Disciplines | | | Technology | | |
| Science: Food and Calories  Geography: Location of key countries | | | internet sites to track diet choices  Wefeed site to determine cost of feeding poor | | |
| **Communities** | | Students will prepare a PSA presentation to call attention to hunger issues. | | | | | |
| **Connections to Common Core** | | **Reading 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  **Reading 2**: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  **Reading 7:** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.  **Writing 10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences  **Speaking and Listening 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  **Speaking and Listening 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  **Speaking and Listening 5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | | | | | |
| Tool Box | | | | | | | |
| Language Functions | | | Structures / Patterns | | | Essential Vocabulary | |
| **ask and answer questions** about food and hunger | | | to have  idioms (avoir faim) | | | hungry / thirsty  like/dislike/prefer  food dishes/categories of food  number/calories/  food elements – fat, protein, etc  would you like, I would like, please, thank you  I eat well because/to avoid  disease  hunger - causes | |
| **talk about likes and dislikes** concerning common and international foods | | | definite articles  negation  -er verbs | | |
| **identify** where certain foods are from and identify key ingredient(s) | | |  | | |
| **ask and answer** if they would like certain dishes and give reasons | | |  | | |
| **explain** where and why hunger exists in the world | | |  | | |
| **explain** how they make good / poor food choices | | |  | | |
| Key Learning Activities | | | | | | | |
| Standards  Focus | Learning Activity | | | | | Purpose | In-class /  Home |
| Interpretive | View Hungry Planet and analyze images for food items, identify location of countries and common geographical features of various countries pictured | | | | | Hook |  |
| Interpretive  Interpersonal | French food pyramid-eating healthy-likes/dislikes (Do I eat well?)-self-evaluation | | | | |  |  |
| Interpretive | SOS faim movie-interpretive activities, numbers | | | | |  |  |
| Interpretive | Wefeedback activity – impact of your favorite food on world hunger. I eat drink (food) and impact on hunger | | | | |  |  |
| Presentational | Students will assume the identity of a child in another country and will present basic facts on food and nutritional issues. | | | | | Formative |  |
| Interpersonal | Pictures with ingredients - -simple words(healthy or not) (like/dislike) | | | | |  |  |
| Interpersonal | Hunger map-you live in...are you hungry? (focusing on different parts of the world) | | | | |  |  |
| Interpersonal | Students create sentences based on information in wordle – likes/dislikes, healthy/unhealthy (opinion | | | | |  |  |
| **Resources** | | | | | | | |
| Additional activities and resources for this unit can be found at:  lauraterrill.wikispaces.com  terrill-theisen2011.wikispaces.com | | | | | | | |